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Special theme: "Territories, lands and natural resources"

Implementation of recommendations on the six mandated areas of the Forum and on the Millennium Development Goals

Information received from the United Nations system and other intergovernmental organizations**

United Nations Educational, Scientific and Cultural Organization

Summary

At its fifth session, the Permanent Forum on Indigenous Issues addressed a number of recommendations to entities of the United Nations system, including one that was addressed exclusively to the United Nations Educational, Scientific and Cultural Organization (UNESCO).

The response by UNESCO is made within the framework of the UNESCO Universal Declaration on Cultural Diversity and its Action Plan, adopted in 2001, which has become a guiding instrument for the organization's work on dialogue among and with indigenous peoples. Furthermore, it is central to the Programme of Action for the Second International Decade of the World's Indigenous People, 2005-2014, since all actors are called upon to implement the Action Plan of the UNESCO Universal Declaration on Cultural Diversity. The present contribution is made in the light of an important achievement, the recent entry into force of the Convention on the Protection and Promotion of the Diversity of Cultural Expressions (2005), which among other things provides a framework and a tool that recognizes the importance of indigenous culture and in particular the contribution of indigenous knowledge systems to sustainable development.

* E/C.19/2007/1.

** Submission of the present report was delayed in order to ensure the inclusion of the most recent information.

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I. Response to the recommendations addressed exclusively to the United Nations Educational, Scientific and Cultural Organization[1]

> The Permanent Forum recommends that the United Nations Educational, Scientific and Cultural Organization ... establish an institutional partnership with indigenous peoples so that they can fully participate in the monitoring and other mechanisms of UNESCO conventions ... that are relevant to indigenous peoples. The Permanent Forum further recommends that UNESCO establish an advisory group of indigenous experts to provide advice (see para. 16).

1. Each of the conventions of the United Nations Educational, Scientific and Cultural Organization has specific implementation mechanisms that fall under the authority of sovereign bodies of an intergovernmental nature. Legally, all the decisions regarding the implementation and monitoring of and follow-up to the conventions can be made only by those organs. The role of the UNESCO Secretariat is to assist them in organizing their meetings and preparing the relevant documents, as well as helping in and reporting on the implementation of the decisions taken by those organs. Therefore, establishing an institutional partnership with UNESCO does not automatically imply statutory participation in the intergovernmental monitoring and follow-up mechanisms of the UNESCO conventions.

2. Nevertheless, past experience has shown that non-governmental organizations (NGOs) maintaining official relations with UNESCO and holding competencies in the areas of a specific convention have been closely associated with the convention processes as observers.

3. Moreover, the legal and institutional frameworks of the UNESCO conventions that are relevant to indigenous peoples, notably the 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions, the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage and the 1972 Convention concerning the Protection of the World Cultural and Natural Heritage, foresee opportunities for civil society participation, which in principle include indigenous peoples' organizations and communities.

4. For instance, the Intergovernmental Committee for the Protection and Promotion of the Diversity of Cultural Expressions, of the 2005 Convention, can at any time invite representatives from different interest groups, academia and private and public organizations as well as individuals to participate in its meetings in order to consult them regarding specific issues (article 7 (7)). Furthermore, in the overall spirit of the 2005 Convention, civil society, which of course includes indigenous peoples, is viewed a key partner. It actually calls for States parties to reinforce their partnership with civil society groups in order to pursue the Convention's objectives (articles 11, 12c, 12d).

[1] For the text of all recommendations, see *Official Records of the Economic and Social Council, 2006, Supplement No. 23* (E/2006/43), chap. I, sect. B.

5. At its first session, held in Paris from 27 to 29 June 2006, the General Assembly of States parties to the Convention for the Safeguarding of the Intangible Cultural Heritage initiated discussions about the future involvement of communities of tradition bearers and practitioners, many of which are indigenous communities, in the activities of the Intergovernmental Committee. In 2007, the Committee will concentrate on preparing to implement the 2003 Convention, but it will also consider the ways in which communities can participate in the implementation process.

6. The recently appointed and first indigenous Chairperson of the World Heritage Committee, established under the 1972 Convention, places strong emphasis on the importance of a community approach. In June 2007, the Committee will thus review a proposal to add "community" to the four strategic "Cs" guiding the action of the World Heritage Centre (credibility, conservation, capacity-building and communication). Taking that step may open new possibilities for strengthened involvement of indigenous communities in relation to present or future World Heritage sites.

7. The idea of establishing a world heritage indigenous peoples council of experts was presented to the twenty-fourth session of the World Heritage Committee, held in Cairns, Australia from 27 November to 2 December 2000, by representatives from Australia, Canada and New Zealand who had attended a forum of indigenous peoples in Cairns on 24 November 2000. The initiative was taken in response to the concern of indigenous peoples regarding their lack of involvement in the development and implementation of laws, policies and plans for the protection of their knowledge, traditions and cultural values, within or comprising sites now designated as World Heritage properties.[2] Following further discussions, the World Heritage Committee decided in December 2001 not to approve the establishment of the council. The Committee recognized the special role that indigenous peoples have with respect to certain World Heritage properties and the importance of a network that would provide a forum for an exchange of information and experience. The Committee encouraged professional research, an exchange of views on the subject and activities undertaken by individual States parties.[3]

II. Response to recommendations addressed to one or more agencies or to the United Nations system in general under one or more items of the Permanent Forum's mandate

In follow-up to the Millennium Development Goals, the Permanent Forum urges Governments and agencies to quantify the number of projects and programmes that they are undertaking in response to the recommendations of the Permanent Forum (see para. 29).

[2] See the November 2000 petition of the forum of indigenous peoples to the World Heritage Committee. Available from http://whc.unesco.org/whipcoe/forum-petition.htm.

[3] See the report of the twenty-fifth session of the World Heritage Committee, 2001. Available from http://whc.unesco.org/archive/repcom()1.htm.

8. The UNESCO biennial programme and budget for 2006/07 includes more than 10 programme areas and over 30 activities that have an explicit focus on indigenous issues and are carried out through headquarters and field offices. However, since the majority of UNESCO programme areas are of relevance to the rights and aspirations of indigenous peoples, notably regarding culture and education, the real number of relevant activities is much larger. Examples of programmes with a specific focus on indigenous issues include the following:

- Local and Indigenous Knowledge Systems (LINKS) programme
- Constructing mutual consent with indigenous peoples on policies and actions concerning their development
- Developing indigenous peoples' communication capacities
- Cultural and linguistic diversity in education, including bicultural and intercultural education
- Education for sustainable development
- Human rights education
- Enhancing linkages between biological and cultural diversity
- Endangered languages programmes

Additional details on the programmes have been provided in regular reports by UNESCO to the Permanent Forum and are included in the present report.

> The Permanent Forum recommends that appropriate United Nations organizations, including the United Nations Development Fund for Women (UNIFEM) and the United Nations Children's Fund (UNICEF), as well as States, take immediate action to review and monitor the situation of indigenous women (see para. 47).

9. UNESCO has supported, on a pilot basis and in collaboration with the Office of the United Nations High Commissioner for Human Rights (OHCHR), culturally sensitive human rights training for women in Kenya. The organization is currently exploring possibilities with indigenous women's organizations, UNIFEM and OHCHR to coordinate efforts for a capacity-building approach to indigenous women's issues that combines cultural diversity and human rights.

10. Within the framework of its activities on resource management processes in the Bosawas biosphere reserve of Nicaragua, the LINKS programme recently launched a project to examine the importance of fishing resources for Mayagna women, especially those in socially marginalized situations (single parents, widows, the elderly, for example).

> The Permanent Forum ... urges States and United Nations organizations to develop culturally sensitive policies, programmes and projects that fully incorporate indigenous children and youth into achieving the [Millennium Development Goals] (see para. 58).

11. In 2006 and 2007, UNESCO has organized a series of regional youth meetings in each of the regions, providing indigenous youth with an opportunity to voice their concerns. The Pacific Youth Charter, for instance, adopted in July 2006 during the first Pacific Youth Festival held in Tahiti, emphasized community involvement in resource management plans and the recognition of indigenous land rights as a way of promoting stewardship of the land and sustainable development.

12. The UNESCO Office in Moscow conducted master classes and capacity-building workshops for teenage girls from indigenous communities in Azerbaijan on carpet weaving and the design of souvenirs in felt.

13. The UNESCO-supported tribal adolescent development programme in Bangladesh, which targets over 300 tribal men and women, including 89 adolescents, aims at creating social awareness and actions to promote and protect tribal rights at the community level.

14. In New Delhi, UNESCO has raised awareness among decision makers of the educational needs of tribal youth, notably of quality education in the officially recognized languages of India.

> The Permanent Forum recommends that the Office of the United Nations High Commissioner for Human Rights, the International Labour Organization and UNESCO convene an expert workshop in cooperation with the Permanent Forum on the situation of indigenous peoples in voluntary isolation in order to develop strategies and programmes for the protection of their rights and territories and report to the Permanent Forum thereon at its next session (para. 84).

15. UNESCO commissioned a study entitled "Los últimos pueblos indígenas aislados en América Latina (Bolivia, Brasil, Colombia, Ecuador, Paraguay, Perú, Venezuela)",[4] which covered the general, geographical, territorial, legal and institutional situation in the six Latin American countries with known isolated indigenous populations, specifically in two subregions, the Amazon Basin and the Gran Chaco. The conclusions of the study may inform the development of future strategies and programmes for the protection of the rights, cultures and territories of indigenous peoples in voluntary isolation.

[4] "The last isolated indigenous peoples in Latin America (Bolivia, Brazil, Colombia, Ecuador, Paraguay, Peru, Venezuela)", in *Lenguas y tradiciones orales de la Amazonía. ¿Diversidad en Peligro?* (Havana, UNESCO and Casa de las Americas, 2006).

16. In addition, UNESCO provided input for the preparation of the regional seminar on indigenous peoples in voluntary isolation and in initial contact with the Amazonian Basin and El Chaco organized by the Office of the United Nations High Commissioner for Human Rights from 20 to 22 November 2006 in Santa Cruz de la Sierra, Bolivia. UNESCO also distributed the above-mentioned study on indigenous peoples in isolation.

> The Permanent Forum reiterates its recommendations emanating from the Workshop on Data Collection and Disaggregation for Indigenous Peoples (see E/C.19/2004/2), in particular recommendations 16-22 and 24 (para. 95).

17. The UNESCO Institute for Statistics (UIS) is continually working towards the development of appropriate methodology for new indicators in the organization's fields of competence and towards the improvement of existing indicators, including the identification of inequalities within nations and disaggregation by gender.

18. The Institute is currently updating the UNESCO 1986 framework on cultural statistics. The Institute aims to incorporate elements to reflect the recent UNESCO conventions on the diversity of cultural expressions (2005) and the intangible cultural heritage (2003). Among the objectives is to achieve a better integration of traditional knowledge and to adequately reflect indigenous issues. A consultation involving international experts will begin in April 2007.

19. The Institute is aware of the acute problem of the lack of data available on indigenous and minority communities and is currently taking steps towards developing guidelines for national statistics offices on how to help indigenous communities develop statistical instruments that reflect their cultural concepts. The proposed project involves an initial study to collect information on best practices in adapting statistical inquiries to the needs of indigenous groups, concentrating on the countries and/or indigenous peoples who have already benefited from those developments. It will be led by statistical experts who are from or are working with indigenous communities. The Institute will seek members for an indigenous peoples' steering group to act as advisers and to provide leadership in the development of the project. The overall aim of the project in the medium term is to produce draft guidelines and compile existing data in time for inclusion in the UNESCO "World report on cultural diversity" for 2007. In that regard, the Institute would appreciate receiving advice and support from the Permanent Forum.

20. Furthermore, the Institute consults closely with the secretariat of the Convention on Biological Diversity, and the two entities held a joint working meeting in late November 2006.

> The Permanent Forum recommends that the Office of the United Nations High Commissioner for Human Rights in cooperation with the Permanent Forum develop a coherent and strategic plan of action in Africa in cooperation with indigenous peoples and their representative organizations, and that the implementation of the programme of the Office of the High Commissioner to strengthen capacity to protect and advocate for the human rights of indigenous peoples be linked to other United Nations bodies, notably the United Nations Development Programme (UNDP), the United Nations Environment Programme (UNEP), the secretariat of the Convention on Biological Diversity, the World Intellectual Property Organization (WIPO), UNESCO and others (para. 85).
>
> The Permanent Forum urges the organizations and bodies of the United Nations system to focus and coordinate their strategies and programmes in order to deal with the problems faced by indigenous peoples in Africa relevant to the mandate of the Permanent Forum on such issues as economic and social development, education, health, human rights, culture and the environment (para. 117).

21. UNESCO is in contact with the Office of the United Nations High Commissioner for Human Rights about the preparations for the May 2007 meeting of the African Commission on Human and Peoples' Rights, notably the organization of a round table on the draft United Nations Declaration on the Rights of Indigenous Peoples.

22. UNESCO has furthermore reinforced its collaboration with the Indigenous Peoples of the Africa Coordinating Committee, which recently established official relations with UNESCO. The collaboration currently focuses on participatory cultural mapping in Africa to foster indigenous peoples' capacity and participation in protecting and promoting their biological and cultural diversity and in developing appropriate education strategies that take into account their cultural resources. A special effort is being made to exchange information with the partner agencies active in this area, the International Fund for Agricultural Development and UNEP.

23. UNESCO is in the process of creating a Southern African regional centre for peace, culture and security studies, which will promote and create an understanding of intercultural dialogue, cultural pluralism and cultural diversity as vital means of facilitating mutual understanding and promoting peace and stability in Southern Africa. Indigenous knowledge systems and peace will be a central area of focus of the new centre.

24. The UNESCO Institute for Lifelong Learning carried out a comprehensive stocktaking on bilingual education and the use of local languages, most of them indigenous languages, covering 25 African countries, which was shared with ministries, NGOs and partner agencies at the biennial meeting of the Association for the Development of Education in Africa (ADEA) in March 2006 in Libreville, Gabon.

25. At the country level, UNESCO has become the focal point for indigenous issues in the United Nations country team in the United Republic of Tanzania. In Cameroon, UNESCO works closely with UNICEF in the field of education for indigenous children. UNESCO is, furthermore, implementing a project on the promotion and safeguarding of the oral traditions of the Aka Pygmies in the Central African Republic and the Democratic Republic of the Congo. In Kinshasa, UNESCO is developing a strategy for the integration of Pygmy communities, which is focused on advocacy for their civil rights and citizenship, in partnership with the relevant indigenous organizations, civil society and members of parliament. The strategy is based on a study entitled, "Situation des autochthones pygmées Batwa en la République Démocratique du Congo: enjeux de droits humains",[5] published in November 2005 by the UNESCO Chair at the University of Kinshasa, with the support of UNESCO.

> The Permanent Forum recommends that States, United Nations organizations and indigenous peoples' organizations elaborate and develop strategies and action plans for communication, education and public awareness on indigenous issues during the Second International Decade, addressing different audiences. Toolkits should also be developed for use in the implementation of such plans (para. 136).

26. In the broader context of elaborating the UNESCO major strategy document for the next seven years (2008-2015), the organization, through its intersectoral team, is consolidating input regarding its plans to respond to the recommendations addressed to UNESCO in the Programme of Action for the Second Decade of the World's Indigenous People. UNESCO has already elaborated a handbook entitled "UNESCO and indigenous peoples: partnership to promote cultural diversity", which presents the organization's response to the recommendations of the past Decade and discusses specific challenges for the years to come. This advocacy and information tool is now available in three languages (English, French and Spanish), and 2,500 copies have been disseminated so far among governmental and non-governmental partners, including indigenous peoples' organizations and their regional and international networks. Furthermore, UNESCO thus updated web-based information on its programme with indigenous peoples to facilitate information sharing in light of the objectives of the Second Decade.

27. UNESCO addresses the issue of coordinating strategies and programmes on indigenous peoples' concerns through the Inter-Agency Support Group for the Permanent Forum on Indigenous Issues, notably by contributing to the elaboration of terms of reference for United Nations country teams to guide them in implementing the Programme of Action for the Second International Decade of the World's Indigenous People.

[5] The title of the study is "Situation of indigenous Batwa Pygmies in the Democratic Republic of the Congo: human rights issues".

> The Permanent Forum also recommends that States, United Nations organizations and indigenous peoples' organizations strengthen the necessary communication, education and information infrastructure and support networks of educators on indigenous issues. Information and communications technology (ICT) for indigenous peoples must be supported in order to close the technological and information gap.

28. The project on information and communications technology for intercultural dialogue: reinforcing communication capacities of indigenous peoples entered its second phase in 2006. A collection of DVDs produced by indigenous communities from Bolivia, Gabon, Namibia, Peru and South Africa was published, and four new production teams were trained, as follows: an Ayllu and Marka team from Bolivia; a Dolgan team from Siberia (Russian Federation); a Masai team from Kenya; and a Matsiguenga team from Peru.

29. Projects undertaken by UNESCO in Latin America include the following: development of a community television channel with the aim of strengthening the expression of Mayan culture and promoting cultural diversity in Guatemala; the creation of a Mayan communications network, through improved capacity of radio producers; the launching of two projects entailing the use of communication for the preservation of indigenous culture involving the Chiquitano and Guarini communities in Bolivia; a dictionary of indigenous languages in Brazil; and a portal of culture of Latin America and the Caribbean, which offers permanent follow-up to indigenous issues through its section on intercultural dialogue, with general information, news and agenda items.[6]

30. In Moscow, UNESCO is supporting the implementation of a multidimensional project, "faces of Russia", on ethnic groups living in Russia. It includes a series of video films about various ethnic groups, a website and an educational project for children entitled "to live together — to stay different".[7]

31. A series of multimedia projects undertaken by the Moscow Office furthermore aim at preserving and disseminating the intangible cultural heritage of the Even and Yakut indigenous peoples as well as the Mugham by means of information and communication technologies. Within the LINKS programme, UNESCO has developed a series of interactive CD-ROMs that target indigenous youth using new information and communication technologies as a vehicle for traditional knowledge (*Dream Trackers — Yapa Art and Knowledge of the Australian Desert* (2000); and "The canoe is the people: indigenous navigations in the Pacific" (2005)).

III. Obstacles to the implementation of the recommendations of the Permanent Forum

32. The major obstacle in implementing the recommendations made by the Permanent Forum relates to the way the recommendations are formulated. The

[6] http://www.lacult.org.

[7] http://www.rusnations.ru.

recommendations should be shorter and regrouped according to priority issues. More clarity would help to identify which organizations of the United Nations system are the most appropriate to respond to each recommendation.

IV. Other significant information regarding recent policies, programmes, budgetary allocations and activities regarding indigenous issues within the United Nations Educational, Scientific and Cultural Organization

33. UNESCO attended the first International Congress of the Coordination autochtone francophone,[8] held in Agadir from 2 to 5 November 2006, and is providing support to the Groupe international de travail pour les peuples autochtones[9] for the production of the related multimedia tool on francophone indigenous peoples on the move.

34. Within the framework of the 2006 francophone indigenous fellowship programme, UNESCO organized a workshop on cultural mapping and its possible uses by indigenous peoples on 15 and 16 November 2006. The workshop was facilitated by the Director of the Indigenous Peoples of Africa Coordination Committee and a senior programme coordinator at the Technical Centre for Agricultural and Rural Cooperation ACP-EU in the Netherlands.

35. UNESCO has continued its collaboration with the Inter-Agency Support Group for the Permanent Forum on Indigenous Issues and participated in the 2006 annual meeting in Rome/Tivoli (15-18 September) devoted to the theme "Development with identity". UNESCO contributed to a paper on Indigenous cultures: the UNESCO experience and good practices, and presented the cultural diversity programming lens, which aims at integrating the principles of cultural diversity in development policy and programming.

36. A number of publications have recently been developed by the LINKS programme as a means to reinforce the synergies between traditional knowledge and science, including the following: *Water and Indigenous Peoples*, the second volume in the *Knowledges of Nature* series, was launched at the fourth World Water Forum (Mexico, 2006); the book *Fishers' Knowledge in Fisheries Science and Management* (UNESCO, 2006) was a joint initiative by LINKS and the UNESCO Coasts and Small Islands Platform, in collaboration with the University of British Columbia (Canada).

37. Within the framework of the UNESCO International Coalition of Cities against Racism and Discrimination, communities in Canada declared their commitment to the fight against racism with a particular focus on aboriginal peoples. Since 2005, the Canadian Coalition of Municipalities against Racism and Discrimination has progressed well, with nine municipalities officially having joined the network (Saskatoon, Windsor, Toronto and the regional municipality of Wood Buffalo, including Fort McMurray, as well as Calgary, Thunder Bay, Montreal, Gatineau and Edmonton). The objective is to take a participative approach that will engage

[8] Francophone indigenous coordination group.

[9] See website for the international working group for indigenous peoples, http://www.gitpa.org/GITPA%20400/GITPA%20400-6.htm.

aboriginal peoples and initiate dialogue among diverse communities. In practice, this means, for example, the support of policing services in their efforts to be exemplary institutions in combating racism and discrimination; measures to promote equity in the labour market; actions to promote diversity and equal opportunity in housing; steps to facilitate and increase the representation of aboriginal communities on municipal boards, commissions and committees; and the inclusion of aboriginal communities into the cultural fabric of the municipality.

38. At the regional level, the programme on indigenous building technologies in Central Asia and Afghanistan aims at acknowledging and using traditional knowledge in order to provide access to low-cost, healthy, energy-efficient housing and community buildings for all. In that regard, the programme seeks to produce and disseminate education and training materials, to build capacity among professionals, to construct pilot and demonstration buildings and to conserve earthen heritage buildings.

39. During the 2006 World AIDS Day, the UNESCO office in Bamako organized a conference and debate on discrimination faced by people living with the disease. Special emphasis was placed on indigenous and rural areas in Mali.

V. Information regarding the special theme of the sixth session, "Territories, lands and natural resources"

40. UNESCO implements activities relating to lands, territories and resources in the areas of cultural and natural heritage conservation, intercultural dialogue, fresh water, oceans, people and nature, earth sciences, coasts and small islands. All activities are implemented with reference to the following:

(a) The UNESCO Medium-Term Strategy, 2002-2007, which places strong emphasis on the safeguarding of cultural diversity and enhancing the linkages between culture and development;

(b) The UNESCO commitment to promoting the full participation of minorities and marginalized and vulnerable groups in devising, implementing and monitoring policies and actions which directly affect them through an interdisciplinary approach.

41. Introduced below are some selected examples of UNESCO policy and practice relating to indigenous peoples' rights and interests in the field of lands, territories and resources, with reference to the draft United Nations Declaration on the Rights of Indigenous Peoples. The examples are further elaborated in the UNESCO contribution to the joint paper of the Inter-Agency Support Group for the Permanent Forum on Indigenous Issues on policy provisions and action regarding indigenous lands, territories and resources in the light of the draft United Nations Declaration on the Rights of Indigenous Peoples.

Participatory mapping of cultural resources

42. Cultural mapping is an effective tool to explore the spatial and territorial aspects of a community's cultural resources. It provides the communities involved with a technique to revitalize their identities and cultural resources, while helping them to defend their rights, aspirations and interests. UNESCO has in recent years

been associated with more than 15 cultural mapping projects carried out with indigenous communities and has brought together leading experts and practitioners, both indigenous and non-indigenous, to identify ethical and methodological principles to orient future work in this area.

43. If carried out respectfully, cultural mapping potentially allows non-dominant or marginalized cultural systems to be represented in a way that can be understood by members and non-members of the community concerned. It thereby creates the link between memory, land and maps, while creating opportunities for intercultural dialogue and the building of mutual consent.

Local and Indigenous Knowledge Systems programme

44. The United Nations Educational, Scientific and Cultural Organization launched the LINKS programme in 2002.[10] Contributing to the Millennium Development Goals of poverty eradication and environmental sustainability, the programme aims to empower local and indigenous peoples in natural resource governance by advocating recognition of their knowledge, know-how and practices. It follows up on recommendations made at the World Conference on Science (Budapest 1999) to sustain traditional knowledge systems through active support to the societies that are keepers and developers of that knowledge, their ways of life, their languages, their social organization and the environment in which they live, and fully recognize the contribution of women as repositories of a large part of traditional knowledge. The support of traditional ownership or other traditional occupation or use called for at the World Conference on Science and being promoted by the LINKS programme is in harmony with the approach in article 26 (2) of the draft Declaration to underline indigenous peoples' right to own, use, develop and control the lands, territories and resources they possess.

45. The UNESCO LINKS programme combines field-based action with efforts to raise awareness and build dialogue among indigenous knowledge holders, scientists, government agencies and the public at large, contributing to due recognition of indigenous peoples' laws, traditions, customs and land tenure systems. As expressed in article 27 of the draft Declaration, the acknowledgement of those traditional practices, laws and systems in the UNESCO LINKS programme may contribute to the dialogue and the process — to be jointly implemented by the State and indigenous peoples — of recognizing and adjudicating the rights of indigenous peoples pertaining to their lands, territories and resources.

World Heritage policies and practice

46. Many World Heritage properties are of particular importance to indigenous peoples, who may claim rights and interests over the land, water and/or sky of those properties. Therefore, UNESCO aims to broaden the World Heritage approach to accommodate indigenous perspectives. Furthermore, as the implementation of the Convention concerning the Protection of the World Cultural and National Heritage has evolved, the operational guidelines provide opportunities for the recognition of places of particular importance to indigenous peoples, through the identification and protection of outstanding cultural landscapes and places associated with cultural traditions and beliefs.

[10] See LINKS website at http://www.unesco.org/links.

The Man and the Biosphere Programme and the World Network of Biosphere Reserves

47. Launched in the early 1970s, the UNESCO Man and the Biosphere Programme, proposes an interdisciplinary research agenda and capacity-building aiming to improve the relationship between people and their environment globally. Biosphere reserves present an important model compared to other types of protected areas. In fact they have been developed from the beginning as a means to integrate human development with biodiversity conservation and sustainable use and management of natural resources.

48. Today, with 507 sites in over 102 countries, the World Network of Biosphere Reserves provides context-specific opportunities to combine scientific knowledge and governance modalities to reduce biodiversity loss, improve livelihoods and enhance social, economic and cultural conditions for environmental sustainability, thus contributing to the pursuit of the Millennium Development Goals.

49. Among the biosphere reserve sites, many are particularly important to indigenous peoples in terms of their rights and interests over lands, territories and resources as outlined in the draft United Nations Declaration on the Rights of Indigenous Peoples.

50. The biosphere reserves have evolved since their initial establishment in 1976. The Seville Strategy for Biosphere Reserves adopted by the General Conference of UNESCO in 1995 represents an important step in that process, highlighting the need to promote the management of each biosphere reserve essentially as a pact between the local community and society as a whole and to reflect more fully the human dimensions of biosphere reserves. It also recommends that connections should be made between cultural and biological diversity.

VI. Information regarding the Second International Decade of the World's Indigenous People

51. A number of recommendations contained in the programme of action for the Second Decade are relevant to the UNESCO mission and its programmes, notably in the fields of culture and education.

Culture

52. UNESCO welcomes the fact that the programme of action for the Second Decade calls upon all actors to implement the Action Plan of the UNESCO Universal Declaration on Cultural Diversity, which reflects the principles of the UNESCO strategy and programme, and the goal to protect and promote cultural diversity and intercultural dialogue for social cohesion and sustainable development. The UNESCO Declaration recognizes indigenous cultures as part of the common heritage of humanity and acknowledges the protection and promotion of indigenous peoples' human rights and fundamental freedoms as an ethical imperative, inseparable from respect for human dignity.[11]

[11] United Nations Educational, Scientific and Cultural Organization, *Records of the General Conference, Thirty-first Session, Paris, 15 October-3 November 2001*, vol. 1 and corrigendum: *Resolutions*, chap. V, resolution 25, annex I, article 4.

53. The UNESCO Declaration in fact provides a conceptual framework for promoting development with identity, a key concern of the Second Decade, since it articulates the relationship between culture and sustainable development. The UNESCO Declaration underlines the importance of grounding development in what people know, care about and say they need. Furthermore, it recognizes indigenous peoples' cultures as part of the common heritage of humanity, thus acknowledging the significant place indigenous peoples occupy in the world's cultural landscape.

54. An innovative programming tool, the cultural diversity programming lens, has been developed to systematically analyse and evaluate whether programmes, policies and practices do in fact incorporate and promote the principles of cultural diversity, including due consideration of indigenous peoples cultures, rights and aspirations.

55. The entry into force of the 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions in March 2007 marks the fulfilment of the recommendation contained in paragraph 14 of the programme of action for the Second International Decade, and represents a significant step towards the recognition of indigenous cultural expressions. Explicit reference to indigenous peoples is made in several provisions of the Convention (preamble, paragraphs 8 and 15; articles 2 and 7). Article 8 is also very important from the perspective of indigenous people, as it provides parties with the possibility of taking all appropriate measures to protect and preserve cultural expressions when they are at risk of extinction, under serious threat or otherwise in need of urgent safeguarding.

Education

56. Several recommendations of the programme of action aim to promote programmes and policies supporting the rights of indigenous peoples to relevant, culturally and linguistically appropriate education. A large number of UNESCO activities endeavour to achieve those goals, following a twofold approach: firstly, to support and promote the maintenance, use and survival of indigenous cultures, languages, knowledge, tradition and identity; and secondly, to provide knowledge and skills that enable indigenous peoples to participate fully and equally in the national and international community. Information has been regularly shared with the Permanent Forum, and further action will be pursued in this area.

57. Current activities include awareness-raising and advocacy regarding the importance of bilingual and cross-cultural education, and the development of curricula and guidelines for textbooks and learning materials that reflect indigenous peoples' cultures and world views.

58. The UNESCO-led Decade of Education for Sustainable Development (2005-2014) will provide an opportunity to mainstream the knowledge and concerns of indigenous peoples. The intimate knowledge and sustained use of their environments gives indigenous peoples a role in informing the wider debate and in offering detailed insights into practices of the "management" of human survival and development in diverse environments. Thus the international implementation scheme for the Decade identifies indigenous peoples as an important stakeholder group.

Full participation of indigenous peoples

59. The UNESCO strategy of integrating cultural diversity principles in the development of indigenous peoples is based on the commitment to ensure full participation of minorities and marginalized and vulnerable groups in devising, implementing and monitoring policies and actions which directly affect them,[12] thus reflecting the respect for the principles of free, prior and informed consent in all its initiatives related to indigenous peoples.

60. In 2005, UNESCO elaborated a paper entitled "Cultural diversity and principles of free, prior and informed consent regarding indigenous peoples — the work of UNESCO". It was presented at the International Workshop on Methodologies regarding Free, Prior and Informed Consent and Indigenous Peoples, held in New York in 2005. UNESCO will pursue the application of the principles during the Second Decade.

61. The latest developments regarding the strategy guiding the action of the UNESCO World Heritage Centre explained in section I of the present report are relevant to the recommendation contained in paragraph 19 of the programme of action stating that particular caution should be exercised regarding the principles of free, prior and informed consent when elaborating tourism and national park projects in indigenous territories. UNESCO is currently developing cultural tourism projects with indigenous communities, including a project aimed at developing cultural tourism building on traditional knowledge in the poorest zones of Andean countries and the programme on indigenous resource management systems and local effort in Asia and the Pacific, which seeks to foster local community stewardship over the vast and varied heritage resources of the region.

The contribution of UNESCO to the joint United Nations country team and indigenous issues

62. See section II for the reply to the recommendation contained in paragraph 136 of the Programme of Action.

Inputs towards a questionnaire

63. UNESCO will provide its comments upon the receipt of the first draft of the questionnaire.

List of conferences and meetings regarding indigenous issues for 2007

64. The following meetings and other events will take place during the period:

- The one hundred and seventy-sixth session of the UNESCO Executive Board will be held from 10 to 26 April 2007.
- A regional workshop on mother tongue and bilingual education for ethnic minorities in the Asia Pacific Region is planned for May 2007 by the UNESCO Office in Bangkok.
- The thirty-first session of the World Heritage Committee in Christchurch, New Zealand, is scheduled to take place from 23 June to 2 July 2007. It will be chaired by Tumu Te Heuheu, the first indigenous chairperson ever appointed

[12] UNESCO Medium-Term Strategy for 2002-2007, paragraph 153 (316/4).

by this body. A session on cultural landscapes in the Pacific is planned as a side event.

- UNESCO will support a regional meeting on interculturality and intangible heritage, to be held in Bolivia in September 2007. Strong indigenous participation is expected.
- The one hundred and seventy-seventh session of the UNESCO Executive Board will be held from 25 September to 11 October 2007.
- The thirty-fourth session of the UNESCO General Conference will be held from 15 to 26 October 2007.
- UNESCO will collaborate with the Christensen Fund to organize an international experts meeting to be held in Australia in 2007. The event will contribute to the elaboration of guidelines and methods to enhance the quality of indigenous knowledge research and its dissemination.